

Bienestar Health Program

Kindergarten Health Curriculum
Teacher's Guide



Healthy Heroes

BIENESTAR HEALTH CURRICULUM

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	Some of the main behaviors for good health involve eating three healthy meals, eating healthy snacks, getting exercise everyday, and getting an adequate amount of sleep.	
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Becoming Familiar with the Bienestar Health Curriculum

I. Background Information – Teacher’s guide


A. Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:

- 1. Lesson Topic** – The title of the lesson.
- 2. Health TEKS** – The Texas Essential Knowledge and Skills that are addressed in the health education lesson.
- 3. Objective** – The behavior the student should be able to perform after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain. These include knowledge, comprehension, application, analysis, synthesis and evaluation.
- 4. Lesson Summary** – A quick review of the lesson concepts. The information in the summary is also in the Procedures section of the lesson under the Teaching Concepts.
- 5. Materials** – A reference to the Student Workbooks pages that will be used in the lesson. Students will also need a pen or pencil for completing the lesson activity.

II. Making Full Use for the Lesson – Teacher’s Guide

A. The lesson starts with the word PROCEDURE. The Procedure section is divided into three parts:

1. Lesson Introduction
2. Lesson Content
3. Check For Understanding

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- 1. Lesson Introduction** – A “sample” statement the teacher can use when “setting up” or introducing the lesson to students. It will always appear in italics. It is written in words the student can understand regarding the focus of the lesson.
- 2. Lesson Content** – Outlines what should be taught in the lesson.
- a. Directions** – Provides the name and page number for the Lesson Review Sheet in the student workbook.
 - b. Lesson Review Sheet** – Provides the teacher with a copy of the workbook page and the page number it is found on in the student workbook. As the instructor teaches the lesson concepts, the student will use the lesson review sheet as a visual aid to follow along.
 - c. Teaching Concepts** – All concepts are sequentially numbered. The teaching concepts are written in appropriate grade level vocabulary.
 - d. Ask** – Provides a sample question the teacher can ask the students. The questions can be used to reinforce the concept and check for student understanding. The sample questions are in bold face. A sample answer is provided in parentheses following each question.
- 3. Check For Understanding** – This section provides the teacher with a student activity that reinforces the lesson concepts. It will help the teacher determine whether or not the students understand the concepts.
- a. Directions** – Specific information on how to set up the lesson activity. The teacher will always:
 - Direct the students to the correct page in the workbook.
 - Read the directions out loud for the student as they follow along.
 - Ask if the students have any questions before they start the activity.
 - Allow the student to work on the activity.
 - Review the answers to the activity with the student before the end of class.
 - Option:** Several lessons will direct the teacher to READ the story and have the student determine the answer before reading the next story. Due to varied reading levels this option will help the students focus on the concepts of the lesson rather than “testing” their reading abilities. Of course, helping students by reading any of the other activities is always an option for the teacher if he or she thinks it will help facilitate student learning.
 - b. Student Workbook Activity & Answer Key** – A copy of the lesson activity is included in the Teacher’s Guide, along with the page where it can be found in the student workbook. The correct answers are provided as a key.
 - c. Following each lesson is a reminder to fill out the Health Curriculum Checklist.**
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